Outlay for education

672. SHRI S.P.M. SYED KHAN: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that the outlay for education could not be increased to the desired level of 6 per cent of GDP, as estimated by the National Policy on Education for many years;

(b) if so, the details thereof and the reasons therefor;

(c) the present percentage of GDP; and

(d) the steps taken by Government to increase the outlay for education?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI MD. ALIASHRAF FATMI): (a) Yes, Sir.

(b) to (d) The National Common Minimum Programme (NCMP) of the Government pledges to raise public spending on education to at least 6% of GDP with at least half this amount being spent on the primary and secondary education sectors, in a phased manner. However, it has not so far been possible to achieve this level of expenditure due to constraint on resources and other competing priorities. An Education Cess has been imposed to fulfil the commitment of the Government to provide and finance the universalisation of quality basic education to children in the 6-14 years age-group. For the year 2005-06, the total Plan allocation for the Department of Secondary & Higher Education and the Department of Elementary Education & Literacy has been stepped up to 15243.76 crore as against Rs.8225.00 crore in 2004-05. The bulk of the expenditure on education is incurred by the State Governments. The expenditure on education as percentage of GDP is estimated at 3.49% during 2004-05 (advance estimate).

Changes in national curriculum

673. SHRIMATI JAMANA DEVI BARUPAL:
DR. T SUBBARAMI REDDY:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the Central Advisory Board on Education met in the month of June, 2005 to discuss sweeping changes recommended in the private national curriculum frame work 2005;

(b) if so, whether the changes recommended by the CABE were practical;

(c) if so, whether there are 43 education boards in the country and it is for them to implement the changes at the earliest;

(d) if so, whether, the NCERT is an advisory body which has no role in implementing the recommendations made by the CABE; and

(e) if so, the extent to which these reforms in education would help in removing the illiteracy in the country?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI MD. ALIASHRAF FATMI) :(a) to (e) The Central Advisory Board of Education (CABE) met on the 7th June, 2005 to discuss the draft National Curriculum Framework (NCF) 2005. The NCF includes the following salient features:

(I) It is based on the following four guiding principles:— (i) Connecting knowledge of life outside the school, (ii) Ensuring that learning shifts away from rote methods, (iii) Enriching the curriculum so that it goes beyond textbooks, (iv) Making examinations more flexible.

(II) The NCF also focuses on the child as an active learner, thus giving primacy to the children's experiences, their voices and their participation. It views children as active participants in the construction of knowledge, and states that schools should recognize the innate ability and creativity of each child to construct his/her own knowledge.

(III) It recommends the softening of subject boundaries so that children can get a tast of integrated knowledge and joy of understanding.

(IV) It reaffirms faith in panchayati raj institutions to enable people to think, decide and act in their collective interest, to provide greater participation of people in development.

The draft NCF, duly approved by the Executive Committee of the NCERT, was discussed in the meeting of the Central Advisory Board of Education (CABE) held on the 7th June, 2005 wherein it was decided that the draft NCF needed more wide ranging consultations.

The NCF has been translated in the regional languages of Assamese, Bengali, Dogri, Gujarati, Kannada, Konkani, Malayaiam, Manipuri, Maithili, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Tamil, and Telugu and translated versions have been sent to the respective State Governments and Organisations. State Governments were, in pursuance of decision taken in the CABE meeting, requested to initiate discussion among all stakeholders and convey their considered views to the CABE after which the draft will be discussed further and finalized in the next meeting of the CABE to be held in August 2005.

The NCERT will prepare syllabi based on the revised curriculum and thereafter, prepare textbooks in all subjects for all classes.

The NCERT is an apex level body to provide educational resource support on issues relating to school education. Curriculum design has a special place among the diverse responsibilities envisaged in the charter of NCERT.

The reforms envisaged in the NCF 2005 will go a long way in reducing the curricular burden on children, reducing inequality in the classrooms and making learning a more joyful and relevant experience. These measures are likely to impact dropout rates. With more and more children accessing and participating in the learning process, there will be a significant impact on literacy in the years to come.

Law Universities

†674. PROF. R.B.S. VARMA:
SHRI PYARELAL KHANDELWAL:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that Government have received proposals for setting up of Law Universities and National Law Schools;

(b) if so, the details thereof;

(c) whether Government are going to consider the proposals;

(d) if so, the details thereof; and

(e) by when a decision is likely to be taken in this regard?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI MD. ALI ASHRAF FATMI): (a) to (d) According to

†Original notice of the question was received in Hindi.